DOCUMENT RESUME

ED 073 318 VT 019 279

AUTHOR	Hooks, Vandalyn L.
TITLE	Guidelines for an Orientation and Exploration Career Education Program in Middle School/Junior High.
PUB DATE	Aug 72
NOTE	90p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bibliographies; *Career Education; *Guidelines; *Junior High Schools; Learning Activities; *Middle Schools; Occupational Information; *Program Development; Student Needs
IDENTIFIERS	*Career Exploration; Career Orientation

ABSTRACT

This publication has been compiled to provide educators with information, ideas, examples, and guidelines for establishing or implementing an orientation and exploratory career education program at the middle or junior high school level. Sections of the manual include: (1) a definition of career education and its role, (2) a discussion of the rationale for an orientation and exploratory program and listing of students' needs which should be met by such a program, (3) identification of the essential elements of a career education program and suggestions for implementing a program, (4) a discussion of the importance of behavioral objectives and how to write them, (5) use of community resources, (6) suggested curriculum for learning activities for a career education program, and (7) a bibliography of publications, programs, and materials concerning career education. (SB)

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GUIDELINES

The Role of Orientation and Exploration in Career Education Programs

Middle School Junior High

VT 019279

ED 073318

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G U I D E L I N E S

for an

ORIENTATION AND EXPLORATION

CAREER EDUCATION PROGRAM

in

MIDDLE SCHOOL/JUNIOR HIGH

By

Vandalyn L. Hooks, Coordinator
Orientation and Exploration
Region III Career Education Development Project
Owensboro, Kentucky 42301

August 1972

If something needs to be
done, and if, in the end, it
is not done, then you and
I are among those who did
not do it.

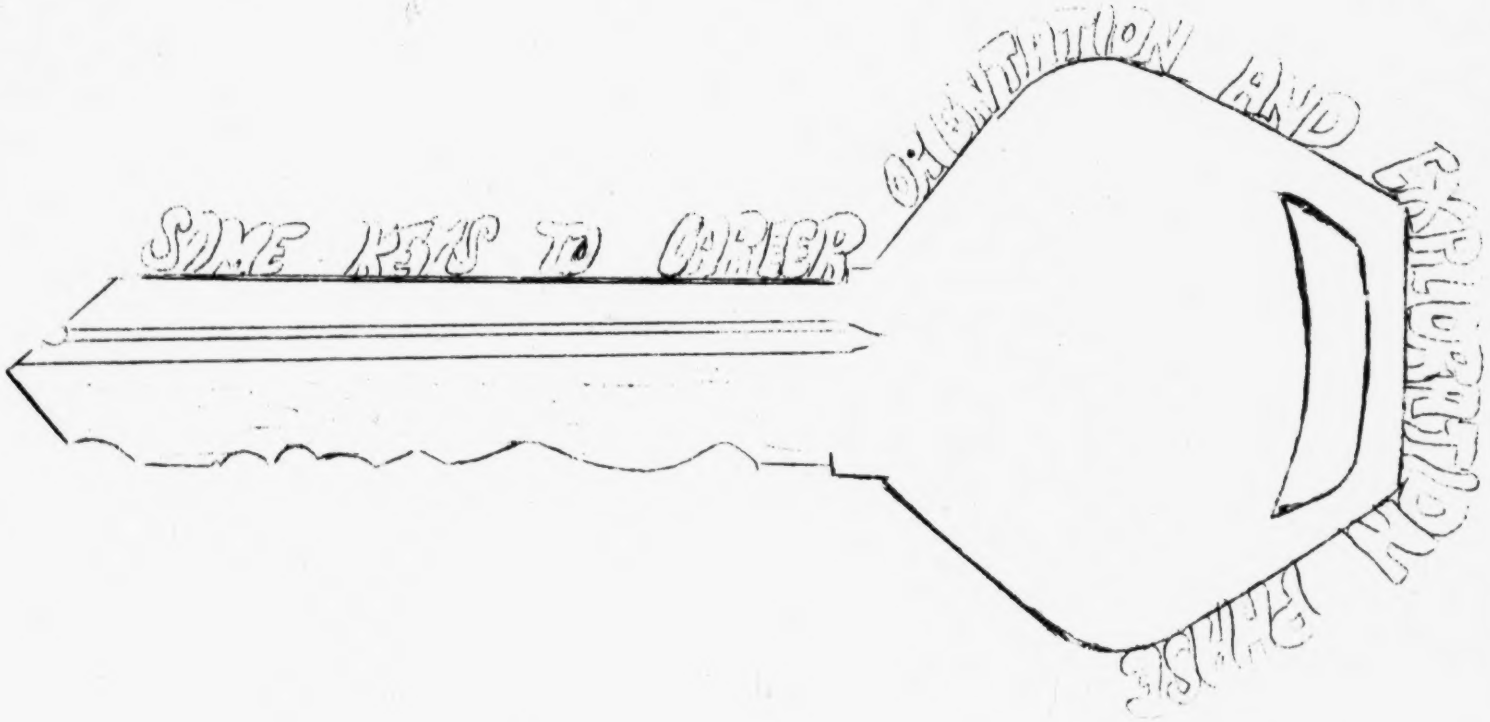
Ayers Law #2

PREFACE AND ACKNOWLEDGMENTS

In the attempt to develop some guidelines that would assist teachers and educators in our districts to initiate a career education program in the middle school/junior high, ideas and materials have been borrowed from many sources. Special recognition, however, must be given to the following persons: Cas Heilman, Oregon State University and the Springfield, Oregon Project; Joel Smith and staff from the Cobb County Occupational and Career Development Program, Marietta, Georgia; Don Newman and Pat Gibson, Henderson County Exemplary Project, Henderson, Kentucky; Otto Mattei, Shirley Holland, and educators in the Bowling Green Career Education Project, Bowling Green, Kentucky; the Curriculum Development Center with Dr. Herbert Bruce, Bob Spillman, Tom Vantreese, and Glenn Collins; Theo Vickers, our project director, and our typist. For each and every contribution and effort I am personally grateful. We sincerely hope that you will find some of these suggestions useful to you as you attempt to implement your program.

Hopefully, by the conclusion of the project we will be able to arrive at some guidelines that will be useful to other school districts in the State of Kentucky for the implementation of a career education program in the orientation and exploration phase. I shall be counting on each of you to contribute your ideas, research and written contributions to the final product.

Vandalyn Hooks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INTRODUCTION

The material included in this booklet has been compiled for the purpose of providing educators in the Third Region with information, ideas, and examples which might be helpful in establishing or implementing a meaningful orientation and exploratory career education program in the middle school - junior high school. At the present time it is assumed that students coming into the seventh grade will not have had any type of career awareness education and many teachers in these schools will not have had any career education workshops. Hopefully, this material will be useful in enabling a new school district to begin the first stage of a career development program.

Each student, each teacher, each school, and each community is different. Needs, resources and activities to accomplish objectives will vary from school to school and from student to student. Resourceful educators such as you will use these guidelines only as a launching point for developing a meaningful orientation and exploration career education program for your own situation.

CAREER EDUCATION..."WHAT IS IT?"

In an attempt to answer the question "What Is Career Education?" We will begin by saying it is a REFOCUSING ON THE KNOWLEDGES AND SKILLS we teach. A REFOCUSING for all students on the PEOPLE who use the knowledges and skills in their life roles, as citizens, as members of a family, in jobs, and in avocations.

Let's focus our attention on a paraphrase of Plato's Myth of the Cave in order to magnify our perception of education and our ROLE as teachers.

In the myth we find men chained in a cave staring at the wall in front of them. All about them are reflections of light flitting about on the walls of the cave. These are caused by the fires that are burning behind giant pillars. To the men chained in the darkness of the cave these reflections have no meaning. One day the men are unchained and taken from the cave to the world outside. At first they are blinded by the brightness of the sun, but slowly they begin to see. They behold the clouds above their heads, the ground beneath their feet, the rippling streams, the life within and about. They see, touch, feel, taste and behold their new world. Again the men are taken back inside the cave, and again they are shackled. The question... can the reflections ever be the same nothingness again? Will they now see new things in them?

Education through the years has done an excellent job of teaching about the rocks, the plants, the stars, the animals, and on the listing goes. We have helped children to know the names of all of these. The symbols on the printed page are able to be read, new words have meaning. Math symbols are seen and comprehended, but there is one thing, however, we feel we have been lacking in, and that is the PEOPLE element.

Career Education attempts to help us refocus our ROLE as teachers by helping the students to look at PEOPLE. People who use the information about the rocks, trees, bodies, words, reading, writing, speaking, or whatever knowledge or skills we are teaching.

This we see as the ROLE of the teacher, no matter what grade level, or what subject area we teach. It is not just the ROLE of the elementary teacher! If we listen to a young group of people called the Up, Up, with People Troupe, we can hear them exclaiming their joy and excitement from looking at People. We must remember that these young people have recently exited our school doors, but they have discovered PEOPLE just recently, listen to their words...

It happened just this morning,
I was walking down the street,
The milkman, and the fireman,
and the postman I did meet!
There in every window,
In every shining door....
I recognized people I'd never noticed before.

In summary to the question of "What Is Career Education?" we would answer by saying it is refocusing our learning experiences to include PEOPLE who use whatever we teach. It is a REFOCUSING OUR LIFE+CENTERED EDUCATION to make it truly life centered for the student. This is what we have choosen to call the orientation, exploration career education's ROLE.

What is ROLE?

R EFOCUSING - MEANINGFUL - RELEVANT

O UR - EVERYBODY'S CHILDREN

L IFE - CENTERED - LIFE-ROLES < citizenship, family, occupational, avocational

E DUCATION - LEARNING

THE ROLE OF MAKING LEARNING USEFUL AND MEANINGFUL - DIRECTED TOWARD LIFE CAREERS.

Refocusing Our Life-Centered Education

REFOCUSING

PROCESS

SUBJECT INTEGRATION
- Weaving into all subject matter career information

OCCUPATIONAL INFO.
- who uses these skills?
- what skills are needed?
- How does the person feel about his job?

PEOPLE INVOLVEMENT
Teachers, students, Parents, community Resources.

ACTIVITIES
- Using tools to produce a visible product.
- Hands-on activities
- Field trips & Role playing

STUDENT

LIFE ROLES
occupations
avocations
citizenship
family

NEEDS

Aesthetic
Intellectual
Emotional
Social
moral

PRODUCT

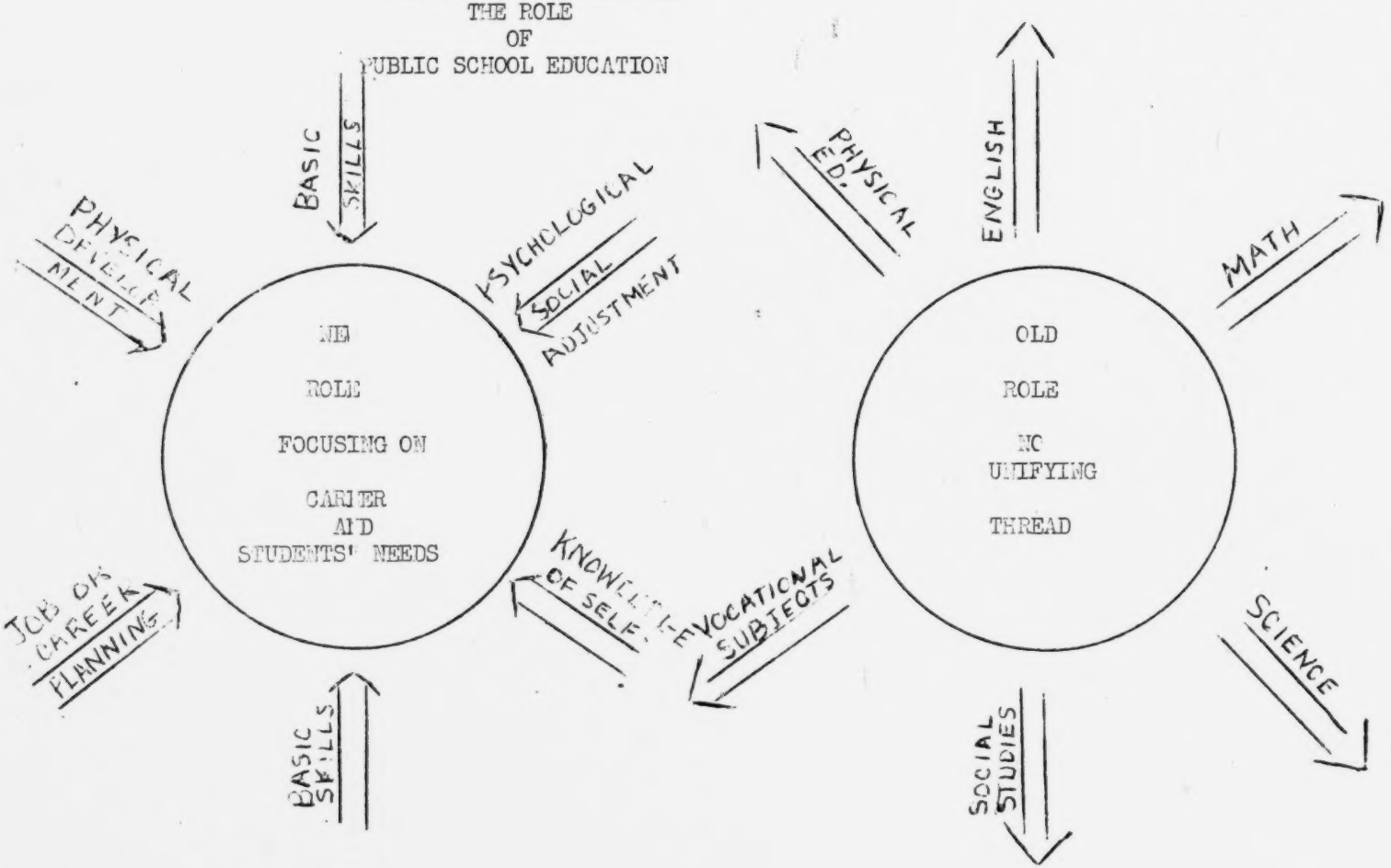
USEFUL SKILLS AND KNOWLEDGE

MOTIVATION
Directed toward minimum failure maximum success

HEALTHY ATTITUDE
toward self, others, world of work, society and life.

RESPONSIBILITY
To contribute
To produce
To use wisely.

CAREER EDUCATION IS A
NEW WAY OF LOOKING AT
THE ROLE
OF
PUBLIC SCHOOL EDUCATION



RATIONAL

FOR AN ORIENTATION AND EXPLORATION CAREER EDUCATION PROGRAM

grades 7 to 10

For any program to be implemented, it must first be recognized as meeting the needs of the group for which the program is designed. Following are a list of needs as we presently see them. These needs must first be seen as the students' needs within your district before they can be meaningful for those planning a program within any district. They are offered as a suggestion only. Each district must assess their own before implementing their program. Needs marked with an asterisk (*) seem to have particular implications for an orientation and exploration career education program.

I. Need for development of basic skills and abilities

A. Communication skills (reading, writing, speaking, listening)

B. Study skills (finding information, outlining, interpreting, analyzing, summarizing)

C. Cognitive skills (critical thinking, decision-making, computing, group responsibility, problem solving)

* D. Knowledge of our economic system

* E. Knowledge of consumer economics

* F. Knowledge of government structure, laws, taxation, voting. (Particularily adaptive to simulation and role playing components of the career education program)

* G. Knowledge of handling finances, budgeting money and time

F. Proper use of telephone

* G. How to read and utilize the newspaper

* H. Ability to use manipulative equipment such as simple hand tools, typewriters, adding machines, calculators, cash registers and filing systems.

* I. Knowledge of the world of work

J. Awareness of current affairs

* K. Ability to apply for a job

II. Need for development of relationships with others

* A. Respect and tolerance for others (social awareness)

B. Opportunity to select leisure and relaxation activities

* C. Experiences in working with others

D. Ability to resist unwholesome influences

* E. Respect for authority, employers, etc.

F. Understand the nature of family, school, community and career interdependence and interrelationships.

III. Need for independence and self-direction

A. Self-discipline, self-respect; healthy relationships with others

B. Some freedom of choice with realization of certain limitations

* C. Be able to assess interest, abilities and limitations

* D. Find something at which he can excel for finding self-worth

* E. Ability to set realistic and meaningful goals

* F. Feeling of acceptance and worth

* G. Variety of exploratory experience to arrive at choices

* H. Responsibility and dependability

* I. Understanding of educational choices and opportunities

* J. Opportunities for creative expression

IV. Need for adjustment to psychological and physiological changes

A. Good health practices

* B. Good grooming

* C. Safety practices

D. Understanding and tolerance of individual differences

E. Understanding of bodily and psychological changes in maturation

Because success in work contributes to success in all of life, and because lack of success in work contributes to problems in other aspects of life, it is important that we provide a school curriculum where all students can feel successful in their work. It is also important to remember that each person is a part of a family, is a citizens, and must have some leisure time activities. Each of these affects the other, and each of these deserves some attention. Many school activities simulate work and others are, in fact, work. Work, doing and experiencing, is how most people learn best. Hands-on-activities are a motivating device and offer an opportunity for success and accomplishment. The orientation and exploration phase of career education can facilitate making the "work" of school relate to the world and to people.

There is a need to look at the curriculum and refocus our attention on life roles. The basic skills and traditional courses taught in our school often lack relevance in the minds of the young people. Our curriculum needs to be identified with realistic and meaningful goals for the students. Relating the skills and subject matter to careers, and PEOPLE can make them more realistic and meaningful. Students begin at the 7th grade level in selecting subject matter. Career awareness and exploration should enable them to make wiser choices.

The normal characteristics of the students in the middle school, junior high level includes needs which can be met effectively through the career orientation and exploration program. Students in this group are highly socially aware, they express a need to understand others and to be able to work with others. They differ as individuals; they learn and are motivated to learn in different ways; they come from different backgrounds; they have different abilities and interests. They are trying to establish their independence, and at the same time they desire some structure and stability; they are searching for an identity. Career orientation and exploration, including some hands-on-experiences, some work experience with or without pay, some role playing, and simulation esperiences, some decision making, some occupational and career information and research,

some meeting and talking with "PEOPLE" who work can be one of the most meaningful educational experiences possible for meeting these needs for young people.

THE DIGNITY OF ALL WORK

Dear Lord,
help me teach my child the worth of the men who sweep our streets
and grade our country roads.
There are so many whose names I don't know----
whose faces I don't even know---
who, by performing their daily tasks,
make it possible for me to perform mine.
I have only to empty the trash.
If I had to haul it to the city dump, well,
it would cut a hunk out of my day.
I wouldn't even do it until I had to.
And neither would my neighbors.
We have only to shovel the snow off our own drive.
But we ride to work and school and the grocery store on streets already cleared for us during the night.

Ad infinitum.

Help me remember my debt to them.
Help me remember to mention this debt to my children,
reminding them of the worthiness of labor,
of the worth of any task performed for the common good.
Help me to undertake my own daily tasks as for the common good.
Help me teach my children that they too have a life-long responsibility--
for the common good.

Amen.

From BLESS THIS MESS AND OTHER PRAYERS by Jo Carr and Imogene Sorley. Copy right © 1969 by Abingdon Press. Used by permission.

SOME BASIC ESSENTIAL ELEMENTS
(or basic goals and concepts)

OF A CAREER EDUCATION PROGRAM

The following elements are considered to be essential to a meaningful orientation and exploratory career education program.

I. STUDENTS MUST BE TAUGHT CONCEPTS WHICH ARE BASIC AND APPLICABLE REGARDLESS OF THEIR CAREER CHOICE.

Some of these are:

the dignity of work

that most people change occupations several times in a lifetime

that most people who lose their jobs do so because of personality reasons rather than lack of job skills

that all jobs have advantages and disadvantages

that the career you choose is related to certain life styles

that there is an interrelationship between the occupation, family, avocation and citizenship life roles.

that there are basics for seeking and obtaining a job

II. STUDENTS MUST DEVELOP ATTITUDES AND GAIN THE MENTAL, PHYSICAL AND COMMUNICATIVE SKILLS WHICH WILL HELP OPEN THE DOORS OF OPPORTUNITY TO THEM.

For example:

speaking

reading

typing

use of hand tools

use of the newspaper

use of the telephone

how to get a job

how to write a resume

how to dress for an interview

how to write for an interview

how to solve problems and make decisions

how to communicate with and get along with others

III. STUDENTS MUST GAIN REALISTIC INSIGHTS INTO THEIR OWN ABILITIES, INTERESTS, LIMITATIONS

For example:

In which subjects do I do well?

In which subjects do I do poorly?

Do I have any physical or mental limitations for a career which might be of interest to me?

Do I like to work most with persons?

Do I like to work most with things?

Do I like to work most with symbols and ideas?

Am I willing to make the sacrifices necessary to attain the career which interest me?

Is the career compatible with the life style I desire?

What do tests show me that might affect my vocational decisions?

IV. STUDENTS MUST ACQUIRE KNOWLEDGE AND INSIGHT INTO THE WORLD OF WORK.

including:

job clusters or job families

educational requirements for jobs of interest

employment opportunities locally and nationally

occupations which are either increasing and decreasing in demand

relationship of an occupation to one's family, hobbies, and citizenship role.

working conditions of the job

expectations of employers

actual work experience

on the job training

V. STUDENTS MUST BE HELPED TO MAKE WISE CHOICES IN EDUCATIONAL AND OCCUPATIONAL PLANNING

including:

knowledge of available career clusters or job families that will be taught in their high school and vocational schools

identifying, if possible, a job cluster of interest to them and taking the pre-requisite courses

assuming some responsibility for setting life goals

making realistic self appraisal

guidance and counseling to make appropriate course selection and job exploration

seeking appropriate work experience

knowing that supply and demand affect career opportunities

a country's economy, location, government, and laws affect career opportunities

different jobs will exist in the future, be flexible

training requirements for skilled occupations have increased and are increasing

career education and training is an ongoing process

career choice is not final; it can and may be changed

some people are genuinely more suited to some kinds of jobs than to others

jobs are generally classified by responsibilities required

CAREER EDUCATION: HOW DO WE DO IT?

In observing career education programs around the nation we have noticed that there are certain COMPONENTS or ELEMENTS which are common to all unit writings. These components are called by several names, but they generally include the following: (1) subject matter integration; (2) career or job information; (3) simulation or role playing activities; (4) community and parent involvement; (5) hands on activities; and (6) field trips. These components occur at all grade levels, and in the beginning of each program there would be no specific sequence.

I. Component One: Subject Matter Integration

A. Each teacher looks for ways of relating the subject taught to the world of work and to the avocational, family and citizen life roles.

B. Offers a chance to explore career characteristics through outside experiences and enables the students to utilize their subject matter in different work settings.

C. Enables the students to see application of academic skills as preparation for employment, avocational, family and citizenship roles.

II. Componet Two: Career or Job Information

A. A library or resource center with career information is available to all students.

B. Interviews with persons representing a wide variety of careers or job families who can come into the school and discuss the opportunities and the realities of the vocations they represent.

C. Inservice for the entire staff that enables the teachers to become oriented to the career opportunities available.

III. Component Three: Simulation and Role Playing

A. Emphasizes feeling in work simulation activities -- explores the feeling about occupations, how to apply for a job, and the feelings of workers on the job.

B. Puts the element of play into what we are learning.

IV. Component Four: Community Involvement. Resource Persons.

A. Puts the "People" element into what we are teaching.

B. Promotes the feeling of joint responsibility for education between the school, home, and the community.

C. Presents persons as "people" who can clearly show the application of subject matter concepts, skills, and tools used in the world of work.

D. Enables the students to ask questions about "people's" job skills, duties, qualifications, and educational preparation to enable them to prepare for job clusters of their interest.

V. Component Five: Hands-on-Activities

A. Emphasizes 100% participation of the students in a hand-on-activity that produces a visible product.

B. Emphasizes a use of tools and skills as an extension of self and stresses the process.

C. Places emphasis on tools and skills as they relate to occupations in the world of work.

D. Emphasizes tools and skills as they relate to job preparation.

E. Conscious effort should be made to relate activities to jobs.

VI. Component Six: Field Trips

A. Planned programs of field trips to businesses and industries with the occupations, rather than the products being emphasized.

B. Teachers and students are exposed to different occupational settings. In the exploration phase, students have an opportunity to explore in depth the workers job and feelings about the job.

C. Students become aware of specific job skills and academic preparation necessary for the job.

Behavioral Objectives For The Students

Early in the development of any program it is important that specific student outcomes be established. In the career education program, as with any good program, the student objectives should be based on students needs. Because of differences in programs and the past experiences and opportunities for students in different school systems, the behavioral objectives for students will differ from district to district.

It is important, however, for specific student outcomes be built into the program to insure continuity from year to year. The student objectives listed below are to provide ideas and guidance for developing activities which contribute to meeting the students needs. The year level for these goals is not included, but can be assigned by the teachers in the districts.

be proficient in the basic skills of reading, computation and spelling as measured by standardized test.

demonstrate ability to write legibly.

demonstrate interviewing techniques.

have a minimun of_____ hours of instruction and experience in the basic use of common tools such as hammer, chisel, file, pliers, screwdriver, wrench, saw.

have a minimum of_____ hours of instruction and experiance in the use of the typewriter, adding machine, calculator, and business machines.

demonstrate ability to read and use a newspaper to find "help wanted" ads.

demonstrate ability to write a personal resume.

demonstrate ability to use the telephone to arrange for a personal interview for a newspaper want ad.

demonstrate ability how to dress for a job interview.

have the opportunity to choose and explore at least one area of career interest-each school year.

have a minimum of three on site observations during the school year of major occupations in the community, looking specifically at people in their jobs.

have group guidance and personal counseling to assist in planning course selections for the following school year.

demonstrate knowledge of good health practices and their relationship to career success.

demonstrate proficiency in speaking, listening, and summarizing skills by listening the main advantages and disadvantages of an occupation described by a community resource person.

be able to list five industries of greatest employment available in the community.

have a classroom role playing experience in applying for a job and engaging in a job interview.

given a list of available career preparation courses in the high school, list five occupations related to the cluster.

identify a minimum of three tentative career choices based on interest, aptitude and ability.

demonstrate in the classroom the understanding of the relationship of career choice, family, citizenship and leisure time activities.

have visits to_____ businesses in the community and demonstrate knowledge of the available job opportunities.

be able to classify a given list of 100 or more jobs according to people, data, or things emphasis.

have_____ hours of on-site work observation or experience during the school year in a job of his choosing.

list three titles of occupationally oriented books read during the year.

find information concerning salary, training, required aptitudes, job characteristics and advancement opportunities for three occupations of interest to them.

know the occupations of their parents, job training, salary, opportunities for advancement and job satisfaction or dissatisfaction.

state education and/or training requirements of their parents' occupation.

have on-site field trip to the vocational schools.

have an opportunity to interview students in vocational classes in high school programs.

participate in decision making simulation activities.

list two occupations for which training is available on the job.

list four jobs for which technical or vocational training beyond high school is required.

list institutions and locations for two year training programs.

list ten occupations for which a Baccalaurate Degree is required

list five activities they would like to do on their future job.

list five activities they would not like to do on their future jobs.

list some personal characteristics which could cause prejudice against them in the world of work.

Suggestions For Implementing A
Career Education Program

1. RATIONALE AND BASIC GOALS: The basic purpose for the program should be stated and some basic goals established. The rationale and goals should be brief, meaningful and stated clearly. The rationale statement and basic goals should be written specifically for each program in each school.

2. ADMINISTRATIVE SUPPORT: As a result any program to be effective must have the full support of the superintendent, board of education, and principals. The phase one plan of the Regional Project was directed toward achieving this goal for the districts.

3. REGIONAL CONSULTING AID: Inservice programs for key district leaders has been provided. The regional project staff are available for consulting service to individuals, groups of teachers, P-T.A. programs or any service that a school would deem necessary in establishing an effective career education program. The regional office exists for the purpose of serving the needs of the local districts. We can also point out other programs or other resource personnel available.

4. BOARD OF EDUCATION ENDORSEMENT is highly recommended. Whether or not they approve the program, they should be knowledgeable and supportive of the program if it is to be successful.

5. STAFF INVOLVEMENT: For an effective orientation and exploration program to be initiated it is essential that all staff members in the building be oriented to a "career education" philosophy and goals. Each teacher should have the opportunity to "refocus" their obligations toward relating what he teaches to the students present and future needs.

   For staff involvement to occur successfully it is recommended-that released time be arranged for continuing in-service, and for thinking and planning together.

6. PARENT AND COMMUNITY PARTICIPATION, INVOLVEMENT AND UNDERSTANDING: Close communication with parents and the community is imperative if an orientation exploration career education program is truly effective. If the program ever achieves the goal of becoming truly exploratory and allows the students to go into the community to see and experience work in areas of interest to him, then these persons should be well informed.

   Several methods might be used to promote parent and community involvement and understanding. Some suggestion are listed below and a sample letter follows:

   Parent discussion groups
   Community panel discussions
   School newspaper or newsletters
   Brochures about the program
   Articles in newspapers
   Speaking on the career education program to civic groups
   Special recognition awards for parents and community personnel who participate in the program.

7. GUIDANCE PROGRAM: Guidance personnel are an important part of the orientation-exploration phase of career education. Group guidance programs and the development of exploratory programs should be developed to help meet the needs of the youngsters. Students in the guidance program should come to know their interest, aptitudes and interest more clearly during this phase. It is also highly recommended that all staff members develop a guidance point of view.

8. COORDINATION OF THE PROGRAM: If an exploratory program is to be developed, if time is provided for teacher inservice and planning, if parents and community is to become involved, it is deemed absolutely necessary that someone be designated with the responsibility of coordinating and directing the program. This person might be the principal, assistant principal, guidance counselor, or teacher.

9. TEACHER TRAINERS: Because of the magnitude of the regional project, designated teachers from each district were given in-service training to enable them to work with other teachers within their building. Encouragement, and hopefully some incentive for this type of activity should be fostered for the program in that building to become truly effective.

10. EVALUATION: Evaluation should be built into the program. Objectives for the students should be written in measureable terms. Evaluation should provide information for expanding and revising the program. The over all evaluation of the Regional Project will be done by Southern Association of Colleges and Universities.

OPEN THE DOOR

TO

COMMUNITY RESOURCES

Regional Career Education Development Project
Kentucky Vocational Region III
1501 Frederica Street
Owensboro, Kentucky 42301

The Career Education Advisory Committee is studying various ways of enriching the education program of the _____ _____ schools. One way to widen the students' educational opportunities, particularly in learning work skills, is to use the resources of the community. The purpose of this questionnaire is to find out what interests and talents the people of _____ would be willing to share with their young people. Once this information is on file, it will be possible to match and individual's special skill with a student's particular interest. Would you be willing to have this questionnaire kept on file at the _____ Schools so that in the event of a particular need or interest, you might be contacted?

Name _____

Address _____ Phone _____

Field of interest (cite occupation or industry, arts and crafts, science, public service, business, trade union) _____

_____

_____

Special Skills: _____

What size group would you like to work with?

_____ (large: 20 plus _____ (medium: 5-20)
_____ (small: 2-5) _____ (individual: 1 or more

How much time would you be willing to give?

_____ Once a week
_____ Hands-on type training (every day over a period of several weeks)
_____ Occasional (lecture or demonstration for a specific topic)
_____ Other

Can you volunteer your services? _____ If not, tentatively how much would you expect to be paid?

I understand that this information is merely exploratory and does not bind me in any way. If there is a need for, or interest in my services, I shall be contacted and further arrangements will be made.

Signed _____

Please return completed questionnaire to the person who gave it to you-or to the above address on the top of this form or to _____
Career Ed. Adv. Committee

_____
Address

_____, Ky.
Town

E X P L O R A T I O N

A N D

O R I E N T A T I O N

C U R R I C U L U M A N D A C T I V I T I E S

S U G G E S T I O N S

VOCATIONAL SCHOOL INVOLVEMENT IDEAS

VOCATIONAL EXPLORATION

Engage students in the vocational schools as "big brothers," and "big sisters" to middle school, junior high students to enable them to try their hands at a variety of skills. With the school's instructors the fun of work activities and the rewards of seeing a finished product should be stressed. In this way, these students could explore the courses offered in the vocational school, and perhaps help them to make career decisions in their high school program planning. At the same time it would offer many an opportunity to explore many occupational avenues.

MIDDLE SCHOOL/ JUNIOR HIGH SEMINAR

A program designed for middle school-junior high students with low self concepts and low vocational or school expectations could be called a Vocational Seminar. This program could provide frequent contact with the occupational world, (field trips, interviews, on the job observations) as well as trips to the area vocational schools and interviews with the wocational and technical students.

Seminars could be conducted by vocational students, students in co-operative Work Programs, or Distributive Education students. These seminars could give these students an opportunity to discuss their problems with sympathetic listeners in their peer group.

Mini Exploratory Education Course Suggestions

Middle School/ Junior High

BECOMING EMPLOYABLE: Purpose is to acquaint students with personal qualities relating to employability, and to enable the students to role play situations involved in becoming employable. Students would select careers of particular interest to him to explore. Personal grooming, interest, ability, aptitude and attitude should be important elements in the program.

BUSINESS: Purpose is to introduce students to use business equipment such as the typewriter, duplicating machines, adding machines, calculators, and cash registers. Offers students opportunities to explore careers that use these machines.

CLOTHING AND TEXTILES: Purpose is to teach the care, selection, design, and construction of clothing. Affords students the opportunity to explore the vast career opportunities in the garment and fashion industry.

CONSTRUCTION: Purpose is to explore the vast careers in the construction field. Activities would utilize a variety of construction materials. Actual on site construction such as football bleachers, storage building, decorative brick wall, etc. would enhance the course.

FOODS AND NUTRITION: Purpose is to acquaint the students with the elements of nutrition. Provides opportunities to plan menus, prepare nutritious meals, and explore careers in the Food Service Industry.

FORESTRY: Purpose is to acquaint the students with the career clusters relating to forestry, such as the forest ranger, entomologist, horticulturist, nurserymen, gamekeeper, forest fire fighter. An outdoor classroom in a federal game reserve, or national forest would be ideal.

INFORMATION PROCESSING: Purpose is to explore the basic principles of data processing, and the variety of jobs in the computer field.

HEALTH AND COMMUNITY SERVICES: Purpose is to explore the careers in the medical field and community agencies.

DISTRIBUTION AND MERCHANDISING: Purpose is to focus on the world of marketing and sales for meeting mans economic needs in a society. The student is able to trace the movement of goods from the manufacturer to the consumer.

MANUFACTURING: The purpose is for the students to perform activities using tools, equipment, materials, and the manufacturing process to achieve a visible product. Explore a manufacturing industry to discuss career opportunities available in the field.

VISUAL COMMUNICATIONS: Purpose is to explore the media of printing, photography, silk screening, commercial art, store window display, and film making. Careers in the field should be included.

TRANSPORTATION: Purpose is to explore the fields of transportation relating to rocketry, gasoline and diesel engines, trains and river transportation.

"One must learn by doing
the thing; for though you
think you know it you have
no certainty until you try."

A LIVING UNIT

DEVELOPED BY:

Vandalyn Hooks, Coordinator
Orientation and Exploration
1501 Frederica Street
Owensboro, Ky. 42301

INTRODUCTION

The following simulation unit was developed with the students in a self contained classroom. It was developed to meet the needs of diverse levels of achievement and it was as individualized as the teacher and students could make it. The prime concern was that all students could develop wholesome attitudes toward themselves while learning by doing.

The ideas for this material came from simulation units, behavior modification suggestions, the curriculum of the age group, but most of all from the students' interest and enthusiasm. Only a few of the units that were taught are included, but the number was limitless. Those that are included were deemed absolute essentials, by this teacher, for the success of our program.

Hopefully the units, materials, and ideas included are complete enough to engender some ideas for you. Perhaps you will be formulating some exciting simulation classroom experiences and ideas for your students. These ideas should be easily adaptable for a team of teachers, for an entire school, or for multiple groupings. Please read it through, ask questions, but most of all try some simulation ideas. We promise you a most rewarding and exciting teaching experience.

Vandalyn Hooks, Coordinator
Orientation and Exploration

RECEIVING WAGES FOR WORK

Introduction of the unit began with the concept of work. School actviities were defined as the work or job we were assigned to do while "on the job," or in school. The concept that many people work harder and more effectively on their jobs was discussed. Further concepts discussed were the value of good work and initiative. At the conclusion of this discussion the students and teacher arrived at a basic salary schedule and the ground rules for receiving this salary. To encourage initiative, incentives were added from the suggestions of the class. This list was not completed but was left open ended to allow the students the opportunity of thinking of other ways that would help them to do their jobs. A copy of this was then given to the students for reference in preparing their payrolls.

All papers and work that the students claimed on their payroll was included in a folder and left on their desk on Friday afternoon. The teacher dated the work as it was graded. Errors in mathematics in figuring the salary were deducted from the salary at double the amount of the error to encourage accuracy in computation.

HOW TO EARN SALARY AND BONUSES

Salary $25.00 per week
Requirements:

1. Listen carefully when someone is speaking.

2. Be ready to begin work promptly at 8:00

3. Have good manners both in the classroom and on the playground.

4. Follow directions

5. Put all supplies that you use away when you have finished using them.

INCENTIVES:

1. Accept responsibility

   Keep boards clean $2 per day
   Keep bookshelves orderly $2 per day
   Maintain aquarium $2 per day
   Water and care for plants $2 per day

   Apply for the jobs in your best handwriting, write your letter in correct business form, to Mrs. Hooks, Teacher
   _____School
   _____Street
   _____, _____

2. Be willing to work with a friend, a contract for this will be issued by the teacher, and signed by the student receiving help.

   $2.00 per day for 20 minutes, total of $10.00 per week

3. (If you do not presently know)
   Learn multiplication tables through 10 (5 slips)
   Learn to multiply two digit numbers ($5.00)
   Learn to multiply three digit numbers ($5.00)
   Learn division of two digit numbers ($5.00)
   Learn division of three digit numbers ($5.00)
   Learn subtraction of whole number and rational numbers ($5.00)
   Learn addition of whole numbers and rational numbers ($5.00)
   Learn subtraction of whole numbers and rational numbers with re-grouping ($5.00)

4. $3.00 will be paid for all 95 to 100 papers turned in.

5. $5.00 will be paid for all new vocabulary words used at least three times either in writing and/or speaking.

6. Prepare tapes and/or visual aids for news forecasting. $5.00

7. Prepare tapes and/or visual aids for weather forecasting daily. $5.00

8. $5.00 for each book read and shared within the week.

9. Special interest sharing activities shared in an effective way with the class. $10.00

10. Creative writing written and shared with the class in some way. $5.00

11. Coorelated art presentations for any unit of study. $5.00

12. Improve your handwriting on all papers for four weeks. $10.00

13. Keep accurate records and accounts of business and personal checking accounts. $5.00 for each two week submissions.

14. Plan a budget for one month showing income expected, and expenses, for either your personal income of your business. $5.00

15. Study grants in science. Advance $10.00
Completion of Project $15.00

16. Anyway that you can think of that will make you a better student, discuss and incentive will be determined in negotiation.

Curriculum and Activities of Mini Democratic Society

I. SOCIAL STUDIES

A. Economics:

1. Living in a free-enterprise, capitalistic society
2. Banking
3. Taxes
4. Individual, and business budgets
5. Real estate
6. Government enterprises

B. Politics and Government:

1. Kinds of government (Federal, State, Municipal)
2. Representative and direct participation
3. Elections
4. Government services, police, schools, etc.
5. Written constitution
6. Written laws
7. Decision making process

C. Court System

1. Attorneys must pass student bar exam
2. Field trip to see court procedure
3. Trial by jury or by Judge
4. Different court levels

D. Licensing Bureau

1. Business license
2. Record keeping

E. Units of study from American History

1. Taxation without representation
2. Life under a dictator
3. Colonial form of government
4. Balance of power

II. Math

A. Computation skills for maintaining:
   1. check book
   2. balancing accounts
   3. rendering financial statements
   4. computing taxes (per centage)

B. Stock investments and dividends calculated

C. Interest

D. Making graphs of business companies gross income, net income, expenses, etc.

E. Keeping records for declaration of payroll weekly

F. Working with integers by beginning all businesses in the red by declaring expenses before deriving income

G. Budgeting income both personal and business, allowing for per centage for basic expenditures that are necessary for living and also recreational experiences.

H. Keeping scores of grades in each subject and figuring averages or mean scores for each week.

III. Language Arts:

A. Public speaking
   1. campaign speeches
   2. retoric of lawyers
   3. poise of judges
   4. reports to committees
   5. discussion of timely issues
   6. news forecasting
   7. speaking as a defendant or witness in a trail

B. Letter writing
   1. applications for jobs
   2. business letters
   3. work agreements
   4. job orders

C. Taping broadcast of news, sports events, weather, advertisements, political editorial on campaigning promises (pointing out the omissions, and ambiguities), etc.

D. Reading and studying newspapers for ideas of "models" that can be produced by a business of the society. Evaluating the newspaper of the society. Writing letters to the editors.

E. Writing an advertisement skit for a picture of a product, that can be produced.

F. Play production
   1. acting out skits written by classmates
   2. acting out advertisements written by classmates
   3. production of a play as a money making enterprise, actors and actresses receive wages, keep budget of expenses for figuring cost of tickets to the production.

G. Design and produce games to be used by children with learning disabilities (these can be children with learning disabilities, or can be made for other classes with children with learning disabilities.
   1. make sequencial cards by glueing to note cards comics from the funny paper.
   2. make large picture with hidden objects in pictures
   3. make geometric shapes in colors
   4. make short vowel sounds, etc., on note cards with glue and yarn. (These may be color coded with the yarn, all nouns red, verbs blue, adjectives purple, etc.)
   5. make drawings of spatial relationship sheets for students to reproduce.
   6. make analogy list for works that do not belong
   7. write creative similes, metaphors, etc. for children who cannot think of their own.
   8. using number line paper, or sentence strip paper list four works with beginning sounds, one without.
   9. etc.

   Note: (This activity can be both drill and service agency on a private study foundation, Learning Disabilities Workshop Material Center, or fellowship in service enterprises.)

H. Contributions to a Creative Writing or creative art to illustrate the writing for a Creative Writing Publication/s/.

I. Produce a newspaper
   1. cartoonist
   2. original jokes
   3. crossword puzzles
   4. sports writers (terminology and vocabulary of sports headlines

J. Outlining and drafting
   1. written constitution
   2. laws

IV. Art

A. Cartooning (publication of cartoon magazine)

B. Greeting Card Company for cards for students and teachers who are ill, have a death, accident, or congratulations, etc.)

C. Advertising Agency for political posters, sets for plays, job advertisements, special days, bulletin boards, etc.

D. Art Exhibits where handicrafts, hobbies, pop art, portraits, still life, etc. are displayed and sold. Sales proceeds for both private or charitable purposes may be considered.

E. Art lessons may be given in by students
   1. paper folding (books in libraries)
   2. crocheting jewelry
   3. water coloring
   4. paper air plan making (books in libraries)
   5. wood sculpturing
   6. puppets
   7. wire sculpture
   8. etc.

V. Science (Research Grants for areas of special interest)

A. Making weather instruments, and Est. a weather bureau (field trip to a weather station recommended) posting daily weather reports, making forecasts

B. Public Health Projects
Conduct surveys on skin care, tooth care, standards of safety in restrooms, safety of school ground, safety campaigns, etc.

C. First Aid (teach lesson in first aid)
Lecture Demonstration are available from Telephone Company. Also excellent films.

D. Private study grants for any field of interest

E. Research in genetics with animals in classroom, mice Guinea pigs, etc., fish

F. Graph growth changes in a random sampling

G. Study growth of plants under varing conditions, light, soil, water, etc.

H. Etc.

NECESSARY EXPENSES IN MINI DEMOCRATIC SOCIETY

1.	Use of Pencil Sharpener (necessary daily)	$1.00 per week
2.	Lights	$2.00 per month
3.	Art Materials (necessary for at least one art project per week, or more)	$1.00 per week minimum
4.	Rent (unless property is owned by occupant)	5% of purchase price 20% of cost for private estates
5.	Income taxes, Personal (Under $100.00 per week)	1% Municipal 5% State 20% Federal
6.	Business Taxes (Income under $200.00 monthly)	1% Municipal 5% State 20% Federal
7.	Personal Income Tax (Over $100.00 per week)	1% Municipal 6% State 25% Federal
8.	Income Tax Business (Over $200.00 monthly)	Same as above
9.	Real Estate Taxes	1% of purchase price monthly
10.	Check Books	$2.00 per 10 checks
11.	Field Trips	Price varies, average $10.00 Field Trip to Frankfort $100.00
12.	Book fees and purchases	(To be determined)
13.	Janitorial Services	$2.00 per month
14.	Coat Closet Rental A. Fines for failure to pick up daily B. Third day failure to pick up item, may be auctioned to highest bidder to be repurchased by owner.	$1.00 per week $1.00 per day

GOVERNMENT EMPLOYEES

1. Tax Collector (Established for the collection of personal, real estate, and business. Three sets of records must be maintained, for personal taxes, local taxes, state taxes, and federal taxes, deducted from gross salary.)
   A. Secretary
   B. Recorder

2. License Bureau
   A. Manager (Legislators)
   B. Secretary

3. Utilities Company
   A. Secretary
   B. Treasurer

4. Special Services Office (This office is established for the sole purpose of issuing permission slips for speical projects, and collecting activities fees.)
   A. Secretary
   B. Treasurer

5. Field Trip Travel Agency
   Duties:
      A. Prepare permission slips on ditto
      B. Have ditto slips run off in office
      C. Distribute permission slips
      D. Collect permission slips and fees, both real and mini Democratic Society money
      E. Maintain financial records
   A. Secretary
   B. Treasurer

6. Bank Clerks
   Duties, sections of the alphabet are divided among the number of clerks necessary. Money for salaries is derived from sale of checkbooks.

   Bank is opened daily from 7:45 till 8:15, and from 2:30 til 3:00. On Monday, or the day salary checks are issued and business is conducted, bank is opened from 7:45 til 9:00.

   Bank statements must be issued monthly to all depositors. A financial statement must be issued monthly to the teacher, and the legislature.

SOCIAL STUDIES UNIT

GOVERNMENT:

TAXATION WITHOUT REPRESENTATION
LIFE UNDER A DICTATOR
COLONIAL FORM OF GOVERNMENT
BALANCE OF POWER

TEACHER ESTABLISHED A COLONIAL FORM OF GOVERNMENT, WITH NO REPRESENTATION FROM THE STUDENTS. (ALL PROPERTY WAS OWNED BY THE TEACHER FROM WHICH RENTALS AND TAXES WERE PAID, UNTIL STUDENTS ACQUIRED CITIZENSHIP:) CITIZENSHIP WAS OBTAINED BY PRESENTATION OF THE FOLLOWING ACTIVITIES FOR OBTAINING CITIZENSHIP. NO TIME LIMIT WAS ESTABLISHED.

CONCEPTS TO BE DEVELOPED:

A. INTELLECTUAL REVOLUTION

A. Students will study recent revolutions and the American Revolution from as many sources as can be provided, and be able to tell what a revolution envolves, countries that have had recent revolutions and the country that the American Colonist fought for freedom.

B. Students will study the argument for freedom as seen by the American Colonist and in groups study the advantages of freedom for the students of our simulated environment.

C. Students will study the arguments against freedom as seen by the American Colonist, and in groups discuss the disadvantages of forming an independent government within the classroom.

B. ESTABLISHMENT OF A CONSTITUTIONAL DEMOCRATIC REPUBLIC.

A. Students will study the Convention of 1787 and discuss the form of government established by our forefathers.

B. Students will discuss in groups and by visual aids, or bulletin board developed by the group, the privileges of citizenship.

C. Students will be assigned important figures in our struggle for freedom and the establishment of our government for oral reporting to the class.

D. Students will study our National government and know the three divisions.

E. Students will study the law making branch of government and prepare visual aids showing how a bill becomes a law.

F. Students will study our city and county form of government and each student will be assigned a person either in city or county government to interview. (Techniques of interviewing will be discussed.)

G. Students will in groups draw visual aids to explain our city or county government.

H. Students will study our Kentucky state government and a representative from our district will be interviewed by the students in the classroom.

I. The Preamble to the U. S. Constitution will be studied and students will demonstrate the ability to summarize what it means in his own words.

J. Students will study the Bill of Rights and be able to explain five of the Bill of Rights in his own words and explain how it is important to him as a citizen.

NOTE:

IF CITIZENSHIP IN OUR MINI DEMOCRATIC SOCIETY IS TO BE EARNED, THEN [illegible] OBJECTIVES AS A [illegible] DEMONSTRATED. THREE TEST WERE GIVEN, TWO WRITTEN AND ONE ORAL (ORAL TEST ON THE BILL OF RIGHTS). THE TEST WERE TAKEN AT ANY TIME THE STUDENT INDICATED HE WAS READY. ALL TEST WAS TAKEN AS OFTEN AS THE PARTICIPANT NEEDED. CONTRACTS FROM THE COVERNMENT (TEACHER) WERE ISSUED TO CITIZENS TO HELP EVERY STUDENT ACQUIRE CITIZENSHIP. BOOKS, VISUAL AIDS, FILMS AND FILMSTRIPS WERE PROVIDED.

WHEN CITIZENSHIP WAS EARNED, PUBLIC ANNOUNCEMENT WAS MADE IN A FORMAL CEREMONY AND CITIZENSHIP AWARDS WERE PRESENTED. (SEE CITIZENSHIP AWARDS)

WHEN 50% OF THE CLASS OBTAINED CITIZENSHIP, EACH PERSON WAS GIVEN A CONTRACT TO HELP ANOTHER TO ACQUIRE CITIZENSHIP. PAYMENT TO THE HOLDER OF THE CONTRACT WAS MADE WHEN HIS STUDENT WAS PRESENTED HIS "CITIZENSHIP AWARD."

WHEN 75% OF THE CLASS EARNED CITIZENSHIP STATUS, THEN THE TYPE OF GOVERNMENT DESIRED BY THE GROUP WAS DETERMINED.

THIS COULD BE VERY EFFECTIVE WHEN ENLARGED TO INCORPORATE MANY CLASSES, THEN MUNICIPAL, STATE AND FEDERAL GOVERNMENT CAN RUN CONCURRENTLY.

EXAMPLE OF TEST ADMINISTERED:

1. The duties of (1) helping make laws; (2) carrying out laws; (3) managing affairs; (4) Commander-in-chief of the Armed forces are the duties of the_____.

2. Each state has_____senators, with a total of _____for the entire United States.

3. Senators are elected for_____years.

4. The House of Representatives are elected on the basis of_____.

5. A compromise means_____.

6. The Executive Branch of national government includes: (1)_____(2) Vice_____ (3) and the Cabinet members who must_____.

7. The Legislative Branch of government includes (1)_____ and (2)_____.

8. The Judicial Branch includes the_____, whose job it is to determine if the_____of the land are constitutional.

9. Thomas Jefferson wrote the_____of the United States.

10. List some characteristics you think a good leader should have:
(1)_____(2)_____

(3)_____(4)_____

11. A_____form of government is a strong plan of government.

12. A Republic is a nation_____ _____ _____ _____ whom the voters choose in elections.

13. The members of government who are elected are:
(1)_____(2)_____(3)_____
(4)_____.

14. The present president and vice president of the United States are:
_____and_____

15. Our Kentucky Senators are_____and _____.

16. Name a represenative from Kentucky,_____.

17. Our first form of government was the_____ _____. It was considered a very weak government. In 1787 our present consititutional government was formed.

18. Our nation's capitol is in_____.

19. Our state capitol is in_____, Kentucky.

20. Our county is_____Co. Our government is housed in a building called a_____ _____, in the county seat, which is _____.

21. Our mayor in Owensboro is_____. Our representatives in our city government are called city_____.

22. Our first president was_____ _____.

23. Our county judge is Mr. _____. Name three agencies of county government.(1)_____ (2) _____
(3)_____.

OFFICIAL DOCUMENT
OF
CITIZENSHIP

****

BE ITKNOWN TO ALL PEOPLE THAT

_____HAS QUALIFIED AND EARNED CITIZENSHIP STATUS IN THE FIFTH YEAR CLASS OF MARY MITCHELL SCHOOL. THIS CERTIFICATE BESTOWS ON THE BEARER ALL THE DUTIES, PRIVILEGES, AND RESPONSIBILITIES OF CITIZENSHIP.

AWARDED THIS DATE_____.

_____
Signed

B U S I N E S S P O S S I B I L I T I E S

W I T H I N T H E C L A S S R O O M

1. ADVERTISING AGENCY
2. ART CABINETS $75.00 Each
3. GARBAGE COLLECTOR (WASTE CAN)
4. P. E. EQUIPMENT SUPPLIER
5. COAT CLOSET
6. COMIC BOOK, MAGAZINE SHOPPE
7. GAMES CENTER
8. MATERIALS CENTER RENTAL
   TAPE RECORDER, TAPES, RECORD PLAYER, PREVIEWER, ETC.
9. REAL ESTATE, HOUSES OR SUBDIVISIONS
10. MOVING CO.
11. NEWSPAPER PUBLISHER
12. COLLEGES (FOR SPEICAL STUDY IN PROFESSIONAL ROLES)
    $20.00 PER COURSE PASSED. COMMUNITY PEOPLE
    OR PARENTS BECOME INSTRUCTORS WHEN COURSES ARE
    REQUESTED, FIELD TRIPS WHEN NECESSARY.
13. BOOK STORES S.R.A., SCHOLASTIC CENTER
14. TUTORS (CONTRACTS ISSUED AT 10% OF GROSS RECEIPTS
    FROM TUTORING
15. REPAIR SHOP
16. HOBBY CENTER
17. AQUARIUM AND GARDEN CENTER
18. MATH CHECKERS SERVICE

ANY OTHER BUSINESSES THAT YOU FEEL WILL CONTRIBUTE TO THE MEMBERS OF THE SOCIETY AND WILL BE PROFITABLE TO THE OWNER.

D E E D
to
P R O P E R T Y

House # _____ of Subdivision _____

is the property of _____

Selling price _____

Date of purchase _____

_____
Signed

B U S I N E S S P E R M I T

The business of _____

_____

_____

is the sole responsibility of _____

_____

_____
Date of sale

_____
Purchase price

_____
Approved by

C O M P A N Y N A M E

_____

O W N E R S:

_____

_____

_____

PRESIDENT:_____

VICE PRESIDENT:_____

DATE PURCHASED:_____

LICENSE NUMBER:_____

Write below a brief description of the business and the service it will provide_____

_____

_____

I agree to keep accurate financial statements and records and submit a financial statement regularly and pay all taxes due.

_____

Businesses Formed Within The Classroom

Taxable Income

C.F.E.T. Math Co.

Theodore, Keith S. R. A. Co.

A & M Aquarium

K.D.P. Art Supply Store

E & D Industries (P.E. Equipment)

Superstars Moving Company

John Cotton and Sons Advertising

Cambron Scholastic Book Corner

Supersonic Math Checking Agency

Bob's Messenger Service

M.A.D.'s Bank of Summyville

C & T Advertising Agency

T & D Milk Service

Jiffy Coat Depository

Quick Change Lunch Co.

Jane's Bulletin Board Service

Calloway Gardens

PREAMBLE OF THE CONSTITUTION
OF MINI DEMOCRATIC SOCIETY
Written by the Governor, Lieutenant Governor and Representatives

WE THE PEOPLE OF MINI DEMOCRATIC SOCIETY HAVE VOTED ON A LEGISLATIVE COMMITTEE THAT WILL PASS ALL LAWS. THESE LAWS WILL INSURE THE EQUAL RIGHTS OF ALL THE PEOPLE OF OUR SOCIETY.

BILL OF RIGHTS

1. EVERY MEMBER OF THE SOCIETY SHALL BE GRANTED FREEDOM OF SPEECH, PRESS, THE RIGHT TO ASSEMBLE PEACEFULLY, AND THE RIGHT TO PETITION THE GOVERNMENT.

2. EVERY MEMBER OF THE SOCIETY SHALL BE ENTITLED TO A FAIR TRIAL, AND SHALL BE INNOCENT UNTIL PROVEN GUILTY.

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3. IF A BUSINESS DOES NOT DO ITS JOB, AND IS FOUND GUILTY OF NEGLECT, IT SHALL BE FINED AND CLOSED TEMPORARILY.

4. NO PERSON SHALL BE FOUND DISTURBING THE PEACE OR ANOTHER, A WARNING WILL BE GIVEN THE PERSON, AND IF HE CONTINUES, ARREST WILL BE MADE.

5. FINES MAY NOT BE TOO HIGH FOR A CITIZEN, AND IF YOU CANNOT PAY THEM, YOU MAY HAVE A COURT APPEAL WHERE SOME MEANS CAN BE ARRANGED FOR WORKING OFF THE FINES.

6. YOU MUST HAVE COMPLETED TWO ASSIGNMENTS BEFORE HAVING P. E. OR RECESS.

7. A BUSINESS MUST HAVE IT'S FUNCTION, RULES AND LAWS OF THE BUSINESS WRITTEN DOWN AND APPROVED BY THE LEGISLATORS BEFORE A LICENSE WILL BE GIVEN.

8. NO PERSON SHALL BE GUILTY OF BAD MANNERS IN THE LUNCH ROOM. A PERSON WHO (A) THROWS FOOD, (B) PUSHES PEOPLE DOWN IN THE SEAT, (C) SHOOTS STRAW PAPER, MAY BE GIVEN A COURT SUMMONS BY A POLICEMAN ONLY.

9. THERE SHALL BE TWO ELECTIONS DURING THE SEMESTER. THE NEXT ELECTION IN APRIL. THE REPRESENATIVE, LT. GOVERNOR, GOVERNOR, MAY SEEK RE-ELECTION.

10. IF ANYONE IS CAUGHT CONSPIRING AGAINST THE GOVERNMENT, THEY WILL BE ARRESTED AND SUMMONED TO COURT.

11. CONSPIRACY AGAINST THE GOVERNMENT BY AN OFFICER OF THE GOVERNMENT WILL BE PUNISHABLE BY TAKING AWAY CITIZENSHIP RIGHTS AND IMPEACHMENT.

12. AN OFFICER OF THE GOVERNMENT MAY BE IMPEACHED ON GROUNDS OF (A) CONSPIRACY, (B) NOT TAKING PART IN A MEETING, (C) FRAUDS OF GOVERNMENT FUNDS.

LAWS OF MINI DEMOCRATIC SOCIETY

13. FORGERY IS A MAJOR FELONY PUNISHABLE BY A FINE OF $100.00 OR THREE EXTRA ASSIGNMENTS IN ENGLISH, SPELLING, SOCIAL STUDIES, SCIENCE AND MATH.

14. LAWS MAY BE SUBMITTED TO THE GOVERNING BODY BY CITIZENS, PROVIDED THEY ARE SIGNED BY FIVE MEMBERS OF THE SOCIETY, BUT THE POWER TO MAKE LAWS REST IN THE LEGISLATURE AND THE GOVERNOR.

UNIT ON BANKING

OBJECTIVES:
BANKS [illegible] ESTABLISHED FOR THE PURPOSE OF PROVIDING A SAFE PLACE FOR THE KEEPING OF MONEY, FOR MAINTAINING FINANCIAL RECORDS, FOR LOANS, AND KEEPING MONEY IN CIRCULATION.

BEHAVIOR OBJECTIVES:
1. Students will demonstrate the ability to fill out a deposit ticket, listing cash, and checks separately and totaling correctly.

2. Students will demonstrate the ability to write checks and keep a current balance in checkbook at all times.

3. Students will be able to reconcile checkbook balance with a bank statement.

4. Students will demonstrate the ability to endorse checks and know which checks to endorse.

ASSIGNMENTS:
1. Fill out a deposit ticket with cash, at least three checks, total deposit ticket correctly.

2. Students will write three checks, one for rent, made payable to the owner of the house, one for 10% of his weekly income for taxes, and one for a purchase.

3. Students will then check his checkbook to see if the balance is correct. A bank statement will be issued that is incorrect to test the ability of the student in finding the error in the statement.

4. Checkbooks with checks and deposits will then be sold to the students for all personal business conducted.

MATERIALS:

TEACHER MADE CHECKBOOKS WITH CHECKS AND DEPOSIT TICKETS

TEACHERMADE BANK STATEMENTS

ACTIVITIES
Activities for math will be taken from Dollars and Sense
6 Davis Drive
Belmont, California 94002

A field trip to a local bank. Interviews with cashiers, loan manager, and some top bank official. These will be recorded by groups and brought back to the classroom for discussion.

Study: The History of Banking (21 page illustrated booklet designed for William F. Amelia Assoc. classroom use).

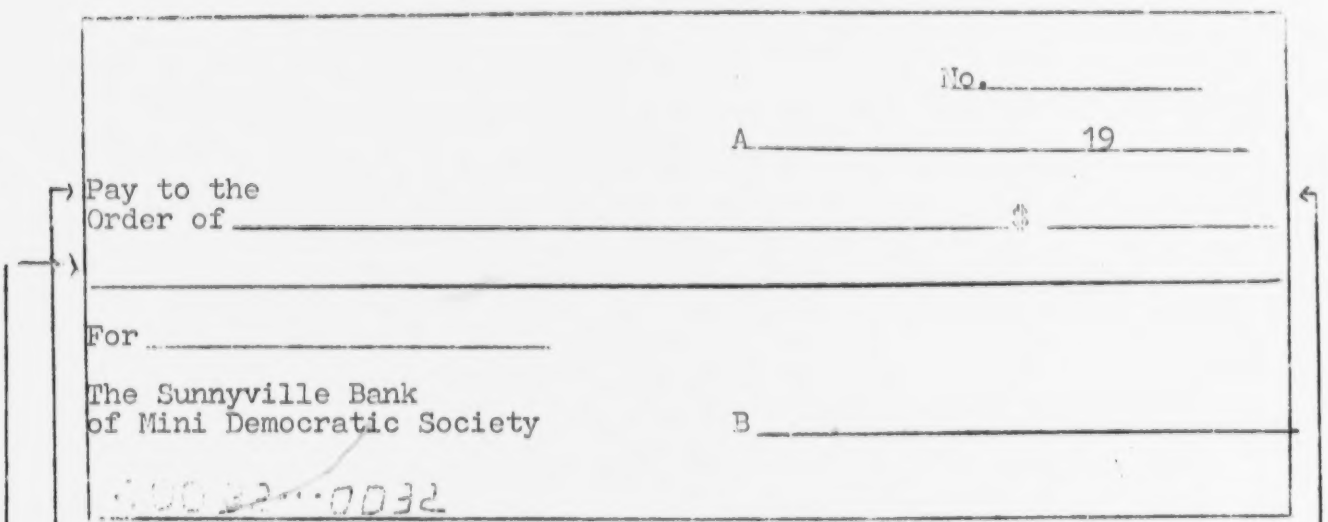
Establish a classroom bank. Applications for cashiers will be taken. Three will be hired, each responsible for certain letters of the alphabet. Bank will be opened from 7:45 till 8:15, and 2:30 till 3:00 daily. Opendd longer on days payroll is issued and bills are paid.

Unit on Banking

HOW A CHECK IS FILLED OUT

Suppose you wish to buy a book for reading from Cambron's Book Corner for $1.10.

Notice that the name and address of your bank appear here.
Your checks are numbered here.



YOU WOULD FILL OUT THE CHECK LIKE THIS:

You write the name of the person who is to receive the money here.

You write the amount in dollars and cents here.

You spell out the amount of money here to make certain it is clear.

You write the date here. A

You sign your own name here. B

WHAT HAPPENS TO A CHECK AFTER IT IS WRITTEN?

THE CAMBRON BOOK CORNER takes the check to the bank and endorses it. This means he writes his name, as it is written on the front, on the back of the check so that the bank will have written proof that CAMBRON BOOK CORNER has received the $1.10 for the purchase. The bank will accept the Cambron Book Corner's owner's endorsement only, since the check was made out to him.

Only the payee (person to whom the check is written) can endorse the check. Some companies use a special stamp instead of a signature.

The bank subtracts $1.10 from the money you have deposited in your checking account.

The bank dates and stamps the check as paid. The bank returns the check (which is called a canceled check now that the bank has put its stamp on it) to you, together with a statement of how much money you have left in your account.

How to fill out a DEPOSIT TICKET.

DEPOSIT TICKET
DATE 19

SIGNATURE

THE SUNNYVILLE BANK
OF MINI DEMOCRATIC
SOCIETY

CASH A $

CHECKS
B $
B $
B $
B $
B $
B $

TOTAL C

Less Cash Received D

NET DEPOSIT E

1. List the amount of cash you wish to deposit under A.
2. List all checks separately under checks in B.
3. Total the above figures in C.
4. If you receive cash from the cashier, subtract this amount on Line D.
5. Figure your total or net deposit on line E.
6. Date and sign the deposit ticket with your normal signature.

Unit on Banking

EVALUATION:

TEACHER WILL EVALUATE THE DEPOSIT TICKETS, AND CHECKS FOR ANY AND ALL ERRORS. TRANSPARENCIES WITH ACTURAL ERRORS WAS FOUND ON STUDENT CHECKS AND DEPOSIT TICKETS WILL BE MADE. STUDENTS WILL FIND THE ERRORS ON THESE TRANSPARENCIES.

B A N K S T A T E M E N T

DEPOSITORS NAME AND ADDRESS

DATE OF STATEMENT

BEGINNING BALANCE	TOTAL DEPOSITS (+)	TOTAL EXPENSES (-)	BALANCE

List Checks	Date	Deposits	Paid Outs	Balance

RECORD OF CHECKS WRITTEN

NAME_____
BUSINESS_____

Date of Check	Person to Whom Check is Written	Number of Check	Check Amount	Reason the Check Was Written	Balance

No. _____

_____ 19 __

Pay to the
Order of _____ $ _____

_____

For _____

The Sunnyville Bank
of Mini Societyville _____

0832...0042

No. _____

_____ 19 __

Pay to the
Order of _____ $ _____

_____

For _____

The Sunnyville Bank
of Mini Societyville _____

0832...0042

Deposit Ticket

Date _____ 19 __

_____
Signature

The Sunnyville Bank
of Mini Societyville

0832...0042

CASH	
C	
H	
E	
C	
K	
S	
TOTAL	
Less Cash Received	
NET DEPOSIT	

Unit on Applications for Jobs

Objectives:

Only the best persons for the jobs are hired in the labor market.

Behavioral objectives:

1. Students will demonstrate ability to fill out an application for employment.
2. Students will describe in writing his personal traits, skills and experiences. (Personal Data Sheet)
3. Students will demonstrate ability to get along with people and be responsible

Assignment:

1. Write a letter of application for employment.
2. Go for a personal interview of the job, and fill out an application blank for employment.
3. Students will be instructed in the ability to list his strengths, skills and experiences on a personal data sheet.
4. Employment committee will evaluate applications and applicants.
5. The employment committee will attempt to place every student in a job.

Materials:

Teacher made ditto applications

Evaluation:

Teacher will evaluate the applications for the traits the student list for self-concept evaluation. Encouragement for each student that there is a job for him to do that is important within the classroom.

A P P L I C A T I O N

F O R

C I V I L S E R V I C E

JOB: PLICE MAN

APPROVED BY_____

NAME OF APPLICANT

DATE

QUALIFICATIONS: _____

SAMPLE OF TEST DEVISED BY STUDENTS:

CORRECT THESE SENTENCES:

1. Jak runed down the hill.
2. Mom said lie down and shut up?"
3. Yes said Jackie joyfully

Unscramble these words:
locipe
rats
ceape

Questions:
Who is in Grant's tomb?
What color is George Washington's amber horse?
Find the difference between these pictures

N x 6-14

--67

N fn

10' '

2' '

8' '

9' '

2

6' '

4' '

+5---

1515

12 x 12 =

16
9
12
43
96

In 7 games Mel scored two hundred three points. How many points does Mel average in a single game.

If day is Wed. what day of the week is 10 days from now, 7 days, 22 days.

Find the number that is half-way between fifty-two and eighteen.

PARENT AND COMMUNITY INVOLVEMENT IDEAS
AND
ROLE PLAYING COLLEGE STUDENTS

Perhaps one of the most rewarding experiences of our "Mini" society was the unusual use of parents and community persons. Colleges were established or founded by the students. Courses were offered, and parents knowledgeable in the fields were the "professors." Students applied for admission to these schools and paid "mini" money to attend.

A law school for lawyers and judges was taught by a local lawyer. Language concentration on vocabulary, research methods, rhetoric, and persuation enabled the students to refocus their thinking about their language assignments for the entire year. Upon completion the students were granted "law degrees" and were granted the priviledge of being lawyers in the "Mini Society" court system established in the classroom.

A school of nursing was taught by two mothers, a nurse and a lab technician, with the help of units developed with the teacher's assistance. Four science and health units were completed before the "state" test were completed and simulation "nursing" certificates were awarded.

A school for mechanics focused on science subjects of simple machines, motors and engines. The courses were taught by a student's father who was a mechanic, with assistance by the teacher. At the conclusion of the courses the students were given licenses to operate the school's movies projectors and other equipment in the school environment.

A school for geologists and "rockhounds" was taught by a local parent. All science units relating to geology were explored. For a culminating activity the students made a display of "Stories from the Earth" from artifacts the group had collected on a field trip.

The college idea was formulated to focus on the interests of the the students. The possibility of using parents in this was limitless. The approach proved to be rewarding to the teacher in two ways: one, the enthusiasm with which the students attacked their assignments, and two, the limitless possibility of parent and community involvement. Further, it allows the students to become involved in some decision making processes and it enables the teacher to make the subject matter more individualized.

Vandalyn Hooks

EVALUATION FORM:
HOW I FEEL ABOUT THE MINI DEMOCRATIC SOCIETY

DIRECTIONS: READ EACH QUESTION CAREFULLY, THEN CIRCLE THE APPROPRIATE ANSWER. THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. YOU WILL NOT BE GRADED ON YOUR ANSWERS.

Yes No Undecided 1. I enjoyed my school work more in a simulation environment.

Yes No Undecided 2. I feel my school work has improved in a simulated environment than in a regular classroom situation.

Yes No Undecided 3. I have seen the value of all the classmates in the simulated environment.

Yes No Undecided 4. My opinions of other classmates have improved in the simulated evnironment.

Yes No Undecided 5. I have worked harder because of the incentives than I would if everyone had received the same wages.

Yes No Undecided 6. I feel the incentives were fair for everyone.

Yes No Undecided 7. I understand some things about how our capitalistic society works by seeing the reactions of classmates in a sumulated environment.

Yes No Undecided 8. I feel we have had sufficient field trips for an understanding of our units.

Yes No Undecided 9. I enjoyed asking questions about a person's job and what I should study if I wanted to fill this position in society.

Yes No Undecided 10. I think we had enough visitors in the classroom to help us with out units.

Yes No Undecided 11. I would like to have more "colleges" established in our classroom.
If yes, name some persons and subjects you would like a resource person or persons to come and teach.

_____ _____

_____ _____

Yes No Undecided 12. I like to own businesses.

Yes No Undecided 13. I liked the extra work involved in keeping financial records.

Yes No Undecided 14. I have experienced some of the problems of self government.

Yes No Undecided 15. I think my subjects in school have fitted with our mini society.

Yes No Undecided 16. I think our constitution is fair.

Yes No Undecided 17. I think our judges have tried to be fair in their decisions and abided by the constitution.

Yes No Undecided 18. I think we have had worthy policeman.

Yes No Undecided 19. I have learned to help other people in our society to function better.

Yes No Undecided 20. I like the opportunity to help others.

Yes No Undecided 21. I have learned how to help others in a more meaningful way than before I signed a contract.

Yes No Undecided 22. I have discussed with my parents some of the things we do in our "mini" society.

Yes No Undecided 23. I want to a simulated environment next year.

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS THRUTHFULLY AND TO THE BEST OF YOUR ABILITY. YOU WILL NOT BE GRADED ON THIS.

NAME THE ONE THING YOU LIKED BEST ABOUT OUR SIMULATED ENVIRONMENT_____

_____.

NAME SOME THINGS YOU DID NOT LIKE_____

_____

NAME SIX THINGS YOU HAVE LEARNED THAT YOU FEEL YOU WOULD NOT HAVE LEARNED IN A REGULAR CLASSROOM.

_____ _____

_____ _____

_____ _____

NAME A/OR SUBJECT AREA OR AREAS YOU FEEL YOU HAVE IMPROVED IN THROUGH A SIMULATED ENVIRONMENT. _____

CAN YOU NAME SOME THINGS YOU HAVE LEARNED ABOUT YOURSELF YES NO

IF YES, WOULD YOU TRY TO TELL ME, YOU MAY USE THE BACK IF YOU WISH.

CAREER EDUCATION GAMES
(AVAILABLE FROM REGIONAL OFFICE)
1501 Frederica Street
Owensboro, Kentucky 42301
Phone: 685-5531

DEMOCRACY

Description of the Game

The game of Democracy is actually a set of games. Each teaches some aspect of the democratic process. By playing several of the games, each throwing light upon a different democratic process, players learn the complexity of decision-making in a democracy.

Recommended Grade Levels

Intermediate---High School

Number of Players

6-11

ECONOMIC SYSTEM

Description of the Game

Economic System simulates, in abstract form, basic features common to a wide range of economic systems. The game illustrates the dependence of each part of the system on the activities of other parts; ways in which markets function through the supply of goods and the demand for goods; the way that prices serve to bring demand and supply into balance; and the way in which collective actions in a society are related to individual actions in the economic system.

Recommended Grade Levels

Jr. High---High School

Number of Players

15. May be used with entire class by having them divide into groups.

GHETTO

Description of the Game

Ghetto was developed to sensitize its players to the emotional, physical, and social world the poor inhabit. It has sometimes aroused anger and disbelief, for it undercuts some confortable rationalizations about ghetto life and ghetto people. Players experience vicariously the economic pressure that drive people into crime, welfare, and community action. As he plays the game, the player plans life strategies for a poor person and meets with the discouragements, frustrations, and occasional good luck that are the common lot of the poor. By the end of the game he may begin to see these problems in a new way. He may begin to understand why poor people act the way they do, why slums continue, and why they sometimes change.

The game is not really designed for residents of inner-city ghettos.

Recommended Grade Levels

Jr. High---High School

Number of Players

7-10. When there are more than 10 players, two can play one role. As many as 20 players can play one game. Several games can be played at the same time, however, so that the entire class can participate.

CONSUMER

Description of the Game

Consumer is designed to illustrate the effective use of income and credit in planning purchases. The formate of the game is a simulated marketplace in which goods are offered for sale and credit is obtainable. Players make many of the decisions faced in life by persons on a limited income. In the game, as in life, a wise decision is more rewarding than an unwise one, and increases the chances of winning.

The game is particularly suitable for groups studying mathematics, home economics, sociology, and consumer and citizen education.

Recommended Grade Levels

Intermediate---High School

Number of Players

15-17

LIFE CAREER

Description of the Game

In Life Career, students are able to walk through a span of eight years in the future, as the decision-makers for a fictitious person presented to them in the form of a Profile or case history. Each team of decision-makers in competition with other teams working with the same Profile. Planning is in the form of decisions about how this person will spend a typical week during each of the eight years. At various intervals in the simulation, players are fed back the consequences of their decisions in the form of scores or game points which are indicators of the relative satisfactions of the life they have planned.

Life Career is designed to meet four basic requirements for intelligent career decision-making: (1) a feeling for what the future will be like; (2) accurate information about the alternatives or opportunities available; (3) a sense of how a life cycle is patterned; (4) practice in decision-making.

Recommended Grade Level

Grade 6---High School

Number of Players

Any number, working in teams of two or three and with a scorer to about every five teams.

CAREER EDUCATION
MAKES
LEARNING FUN & PURPOSEFUL

Bibliography

of

Publications, Programs and Materials

selected for

Exploratory Career Education Programs

Grades 7 to 10

Projects and Programs

Alabama:
Comprehensive Occupational Education Program for the Elementary and Secondary School.
Aprogram of occupational information, training and guidance from elementary through postsecondary schools. For information write:

Huntsville School System
P. O. Box 128
Huntsville, Alabama 35804

Colorado:
A pilot program in Vocational Education for the Introduction of Ninth Grade Student at Wheat Ridge Junior High to Productive Citizenship.
published by State Board for Community Colleges and Occupational Education
Denver, Colorado 80203

Downey, California:
Putting research into Educational Practice packets. U.S. Office of Education, National Center for Educational Research and Development.

Packets(PREP) containing descriptions of programs and projects of cooperative school-industry programs. Also included are contacts and addresses for further information of any of the projects. A bibliography of ERIC materials for each subject. One program described is the North American Rockwell-Downey World of Work Program which included junior high school curriculum changes in practical work experiences.
Information from:

Supervisor of Vocational Education
Downey Unified School District
11627 Brookshire Avenue
Downey, California 90241

Florida:
Clearwater Comprehensive Junior High in Pineallas County, Florida.
Program designed to offer exploration in occupational areas as college preparatory program alternatives. Seventh graders have a two-module block of exploratory experiences; eighth graders have three-module block in deeper exploration; 9th graders four-module block. Also weekly guidance in school orientation, test interpretation, interest inventories, attitude and personal-social development, and vocational-educational planning.

Clearwater Comprehensive Junior High School
1220 Palmetto Street
Clearwater, Florida 33515

Florida:
Curriculum changes are bringing vocational education programs into the junior high school levels. Publication: "An Exploratory Approach to Pre-Vocational Education at the Junior High School Level" is available from:

Carl W. Proehl, Director of Vocational, Technical and Adult Education
Florida Department of Education
Tallahassee, Florida 32304

Florida:
Exploring Careers
Leon County Public Schools
Tallahassee, Florida 32303
1969

A series of 20 lessons for vocational educational planning for 9th grade to be included in the social studies curriculum. Each lesson contains the conceptualixations, specific objectives, teaching techniques and instructional materials as suggested in career exploration, beginning with development of self understanding and continuing through to the "career fair".

Georgia:
A Developmental Program of Occupational Education.
Program to implement career development at all levels with revision of industrial arts curriculum for career development activities. For information write:

Cobb County School System
47 Waddell Street
Marietta, Georgia 30060

Georgia:
Development of a program for 7th, 8th and 9th graders in Exploratory and Prevocational Programs
Students in grades 10, 11, and 12 in Vocational Education courses.

The innovative junior high Program of Education and Career Exploration (PECE); allows career-orientation and work experience curriculum; utiliaes the "cluster" concept.

In addition, development of curriculum guides for career exploration in junior high for prevocational industrial arts, occupational home economics, agriculture, business, and distributive education, also for vocationally oriented math, science, and communication skills programs. For information write:

James D. Cargill, Executive Secretary
Georgia Advisory Council on Vocational Education
303 State Office Building
Atlanta, Georgia 30334

George W. Mulling, Director of Vocational Education
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

Georgia:
Suggested Model for the Full-Time Counselor Who Conducts and Coordinates an Exploratory Program in Grades 7-9. West Georgia College, Carrolton, Georgia. Winefordner, David W., Chairman Team I-B,Conference to Develop Objectives and Models for a Continuous Exploratory Program Related to the World of Work from Junior High through Senior High. August,1968

Hawaii:
Hawaii State Department of Education. Honolulu, Hawaii: Division of Guidance, Reprints of career units.

I.A.C.P.
I.A.C.P. Rationale A Brief Description
Industrial Arts Curriculum Project Ohio State University funded by the U.S. Office of Education, U.S. Department of Health, Education and Welfare.
September, 1968

Summary statements of the industrial arts curriculum project rationale relating to the philosophy and knowledge structure of the Industrial Arts Curriculum Project which was funded by the Office of Education at Ohio State University.

Iowa:
Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students.
Vertically designed program employing the "pyramid" structure from elementary through postsecondary schools utilizing an area media center containing occupational information materials. For information write:

Pottawattamie County School System
Route 1
Council Bluffs, Iowa 51501

Kentucky:
A "Universe Model" of Occupational Education for Pikeville, Ky, in Conjunction with the Pikeville Model Cities Program.
Program combining community groups, schools, and university in K-12 career development. For information write:

Eastern Kentucky University
Begley Building
Richmond, Kentucky 40475

Maryland:
Maryland Career Development Project (K-Adult)
The junior high portion of the project utilizes team teaching of occupational exploratory units and a computerized information system in the career exploration. For information write:

Maryland Department of Education
301 West Preston Street
Baltimore, Maryland 21201

Michigan:
Developing a Program of Occupational Education for All
by Richard Warren and Dan Stevens
Michigan Department of Education 1968

Description of a pilot program at the Niles Community Schools in Michigan. Contains program development for junior high with statements of objectives and activities.

Michigan:
Leonard, George E. Developmental Career Guidance in Action
Wayne State University, Detroit, Michigan 1969/EDRS publication ED 013 456.
Describes the first year of a developmental career guidance project in the Detroit inner city schools of a grade one through twelve approach. DCGA dealt with the training of staff, placement of trained personnel in buildings, development of materials, and evaluation of the progress of the project.

Minnesota:
Ayers, George E. Instructional Resources: Selected Bibliography on Behavior Disorders.
Mankato, Minnesota: Mankato State College, not dated.

Annoted bibliography of resources for professional reference and for use with students dealing with disadvantaged, public assistance, public offender, juvenile delinquency, school dropout and alcoholism. List many sources and materials refering to career choice, opportunity, training, etc. Available free from the college as a result of a federal grant.

National Vocational Guidance Association:
Tennyson, W. Wesley, Thomas A. Soldahl, and Charlette Mueller. The Teacher's Role in Career Development. Washington D.C. : National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., 1965

Pamphlet dealing with use of media to relate subject or courses to career development program.

Nevada:
Washoe County School District Sequential Approach to Vocational Education.
Use of a health occupation model to exemplify the cluster approach in development of a sequential program from grade 5 through postsecondary. For information write:
Research and Educational Planning Center
College of Education
University of Nevada
Reno, Nevada 89507

New Hampshire:
World of Work
Program provides exploration of occupational interests and attitudes in junior high school utilizing flexible modular scheduling, videotape recordings of local occupations, Dial Access Retrieval System, and development of "self-contained portable learning modules" to expand junior high school occupational exploratory program. For information write:
Contoocook Valley Regional School District
3 Main Street
Peterborough, New Hampshire 03458

New Jersey:
Career Development-- A Pre-School to Adult Model Program for the Hackensack, N.J., School District.
Program to supplement current career development programs in the schools through a Career Resource Center which is staffed with media, information, and school-community relations specialists. For information write:

Vocational Division
New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

New Jersey:
New Jersey State Department of Education. Teacher's Guide for a Model Program on Introduction to Vocations. Trenton, New Jersey: State Department of Education, 225 West State Street, 1964 (Revision February 1969, in folder form.) Contains suggestions for work units of various specific occupations. Has complete bibliography for publishers, sources of career materials, audio-visual media, however need up-dating.

New Mexico:
The Vocational Core Program of Hobbs Municipal Schools, New Mexicopublished by the Research Coordinating Unit.
State Department of Education
Santa Fe, New Mexico May 1967
Description of a program for disadvantaged students of a flexible vocational Core program which has been in operation for over ten years. This program also known as "Vocational Core Program", "Plan for Deversified Vocational Education," "The Spurlock Program", and "A Program for Problem Learners."

New York:
New York State Education Department. Developing Work-Study Programs for Potential Dropouts, A Manual. The School to Employment Program (STEP). Albany, New York: State Education Department, Bureau of Guidance, 1965.

North Carolina:
Introduction to Vocations is an elective course for 9th graders in North Carolina. Guide was published for teacher use in exploring careers, self, economic system.

Introduction to Vocations
North Carolina Department of Public Instruction
Education Building, Room 445
Raleigh, North Carolina 27602

North Dakota:
A Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work.
Program features the inservice training of teachers, counselors, and administrators. For information write:

North Dakota State Board for Vocational Education
State Office Building
900 east Blvd.
Bismark, North Dakota 58501

Ohio:
Developmental Vocational Education Project.
Career development programs at the elementary level; restructured industrial arts program at the junior high level; sampling experiences and cooperative programs at the senior high level. Career information centers established in school libraries. For information write:

Cleveland Board of Education
1380 East Sixth Street
Cleveland, Ohio 44114

Ohio:
Elementary school Wprk Orientation Program; Career Orientation Program for students in grades 7 and 8; Career Exploration Program for students in grades 9 and 10; vocational education programs in grades 11 and 12. For information write:

Byrl R. Shoemaker; Ohio Director of Vocational Education
State Department of Education
612 State Office Building, Columbus, Ohio 42315

Ohio:
Industrial Arts Curriculum Project
Junii r High program in " the World of Construction" where junior high students learn through an actural "home building" project. "The World of Manufacturing" will be introduced in 1971 where the students will experience developemtn of production of a marketable product. For information write:

Director, Industrial Arts Curriculum Project
Ohio State University
1712 Neil Avenue
Comumbus, Ohio 43210

Ohio:
Vocational Guidance in Secondary Education
Columbus, Ohio
December, 1968

Summary of a ntional survey fundee by the U.S. Office of Education to identify the status of vocational guidance throughout the nation. Contains data from survey including treads identified, suggestions for program improvement, suggestions for counselor education, and bibliographic data.

Ohio:
Vocational Development of Disadvantaged Junior High School Students
Campbell, Robert, et.al.
August 1969 The Center for Vocational and Technical Education
Ohio State University Columbus, Ohio 43210

The final report of a project funded by the U.S. Office of Education which explored relevancy of junior high curricular and guidance programs in the vocational area for both disadvantaged and nondisadvantaged students. It is suggested as useful for districts planning junior high programs with some involvement with disadvantaged students.

[illegible] Occupational Orientation Vocational Education Program for [illegible]
[illegible] high school and feeder school program where vocational [illegible] at the [illegible] school levels. For information write:
[illegible] Department of Vocational and Technical Education
15[illegible] West Sixth Avenue
Stillwater, Oklahoma 74074

[illegible]:
[illegible] Orientative Guide for Teachers
[illegible] State Department of Education Oklahoma 1969
[illegible] exploration for grades 8,9,and 10 with statements of objectives [illegible], and resources in areas of knowing yourself, world of work, use of occupational information, and career educational planning.

Pennsylvania:
The Development and Evaluation of a Pilot Computer-Assisted Occupational Guidance Program
Joseph T. Impellitteri
July 31,1968
Pennsylvania Department of Public Instruction
Bureau of Vocational, Technical and Continuing Education

Contains objectives, procedures, findings, recommendations of a study investigating the use of a computer-assisted career exploration system. Purpose of system was to provide an easily updated individualized occupational informatinn retrieval system.

Pennsylvania:
Selected Functional Components of a Vocational Education Counseling System for Urban Youth.
A project extending counseling to all levels in the Model cities area, with a career resource center available for the junior high exploratory experiences. For information write to:

Pitsburg School District
635 Ridge Avenue
Pitsburgh , Pennsylvania 15211

San Diego, Calinornia:
Career Development Services Department
San Diego City Schools, California 1969
Ernest E. Hartzog 1966
Will A. Laughlin 1969 revision

Describes career development program in San Diego Schools, including philosophy, organization, programs developed, affiliated agencies, federal programs.

San Diego, California:
Career Directory.
Directory of representatives from business and industry for a metropolitan community, developed through pooling information by a county office. For information write:

Dr. Edwin Whitfield, Project Director
Department of Education, San Diego County
6401 Linda Vista Road
San Diego, California 92111

South Carolina:
Demonstration Programs of Vocational Education in South Carolina.
Four separate districts developing a program component will pool efforts in subsequent years. Components are interdisciplinary curriculum development; intensive training for job entry skills; guidance, placement, and follow-up; elementary-secondary vocational orientation; and work experience.
For information write:

Region V Educational Services Center
P.O. Box 1069
Lancaster, South Carolina 29720

Stout State University:
Developing American Industry Courses for the Secondary School.
March, 1968 Gebhart, Richard, ed.
Identification of the program for American Industry (represented by enterprises making monetary profit) containing behavioral objectives, course swquence, and instructional materials. Written for use at grades 8,10 and 12.
For USOE Contract No OE 5-85-060. For information write:

American Industry Project
Stout State University
Menomonie, Wisconsin

Tennessee:
Project SPAN -- An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students.
Use of educational TV to deliver vocational orientation materials with occupational exploration in grades 7-9. Elementary program focuses upon orientation and a Vocational Guidance and Job Development Center is utilized by high school students.
For information write:

Vocational Education Division
Memphis City Schools
Memphis, Tennessee 38104

Washington D.C.:
Implementing a K-12 Career Development Program.
Program to implement career development at all levels with cooperative programs among business-industry-government being planned. For information write:

District of Columbia Public Schools
415 Twelfth Street N.W.
Washington, D.C. 20004

Winefordner, David W. Orienting Students to the World of Work Using the Data-People-Things Conceptual Framework and the Ohio Vocational Interest Survey. Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada April 1, 1969. EDRS publication ED 029 343
The Ohio Vocational Interest Survey (OVIS) has two aims:
(1) to assist youth in understanding themselves in relation to the world of work and,
(2) to provide a background for career choice. OVIS is useful with students in eighth grade and above. OVIS is compatible with standard occupational information publications from state and federal sources.

Wisconsin:
American Industry Project, Stout State University, Menomonie, Wisconsin.
Material printed and available describes the restructured curriculum based on a conceptual framework of industry in the United States. Courses are developed for grades 8,10 and 12.

Wyoming:
Developing an elementary program of "Attitudes--- World of Work";"Career Orientation" for grades 7 and 8; "Career Exploration" for grades 9 and 10; and "Career Preparation" at grades 11 and 12. The cluster concept has been utilized in developing the program for the last two years of high school. The Wyoming State Department of Education has published "A Comprehensive Occupational Education Program" describing the sequences.

Bibliography

Materials to Use with Students
Pamphlets, Books, Audio-Visual

Books

Andrews, Margaret E. The Job You Want. New York: McGraw Hill, Inc., 1968

Barber, Joseph E. How to Use the New Dictionary of Occupational Titles. Moravia, New York: Chronicle Guidance Publications, Inc. 1966-67

Byrn, Delmont K. Career Decisions. Washington D.C.: National Vocational Guidance Association, 1605 New Hampshire Avenue N.W., 1961

Choosing Your Occupation, 1966 edition. United States Department of Labor. Washington D.C.: U.S. Government Printing Office, 1966

Counselor's Guide to Manpower Information Superintendent of Documents $1.00
An annotated bibliography of government publication.

Dictionary of Occupational Titles Volumes I and II, Third Edition. United States Department of Labor. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1965.

A Supplement to the 3rd. Edition of the Dictionary of Occupational Titles. United States Department of Labor. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1966.

Draper, Dale.,ed. Educating For Work. Washington, D. C.: National Association of Secondary School Principals, 1201 Sixteenth Street N. W., 1967.

Haldeman, Hoffman, More, and Thomas. Finding your Orbit. Moravia, New York: Chronicle Guidance Publications, Inc., 1964.

Booklet written to help student to investigate his interests, abilities, and apitudes, and apply the information to post school educational and occupational opportunities.

Lifton, Walter M., ed. Keys to Vocational Decisions. Chicago, Illinois: Science Research Associates, Inc., 259 East Erie Street, 1964.

Mapping Your Education 1968-9 Education. Portland, Oregon: Abbott, Kerns, & Boll Company, 338 Northwest 9th Avenue, 1968.

Occupational Outlook Handbook. United States Department of Labor. Washington, D. C.: U. S. Government Printing Office, 1968-9.

Current review of careers, published for each two year period. After each occupation is a source from which free materials may be requested. Could possibly be an inexpensive means of developing a career center in a junior high school with students writing the requests.

Occupational Outlook Report Series Individual reprints from Occupational Outlook Handbook

Paulson, Blanche B. Discovering Your Real Interests. Chicago: Science Research Associates, Inc. ,259 East Erie Street,1960
Booklet focuses upon relationship of interests and occupational possibilities.

Sinick, Daniel. Your Personality and Your Job. Chicago, Illinois: Science Research Associates, Inc. 259 East Erie Street, 1960

Booklet relating personality factors and occupational possibilities.

Audio-Visual

Building Work Habits. Stanley Bowman, Inc.

Career Familiarization Tapes Stanfield and Associates, Portland, Oregon (tapes for junior high school and senior high school classroom and a study center for fifty occupations)

Looking Ahead to a Career. Bureau of Labor Statistics, U.S. Department of Labor, 341 Ninth Avenue, New York, New York 10001

Preparing for Jobs in the 70's Guidance Associates, Inc., Pleasantville, New York 10570. Sound filmstrip.

Testing

Kuder Preference Inventories, Personal, and Vocational, Science Research Associates Inc.,259 East Erie Street Chicago, Illinois 60611

Measures of Self Concept, Grades k-12 Instructional Objectives Exchange

"Choose a Job Inventory" Objective: Students will display an expectation for future success by checking a higher percentage of want ad job requests from the "Choose a Job Inventory" which offers more prestigious, socially approved occupations. For information write:
The Instructional Objectives Exchange
P. O. Box 24095
Los Angeles, California 90024

Ohio Vocational Interest Survey (OVIS) Harcourt, Brace and World, Inc. ,257 Third Ave. New York, New York 10017

Pamphlets

Beam, H.E. , and J.R. Clary. Introduction to Vocations. Chronicle Guidance Publication, Inc.,Moravia, New York 13118

Focused upon 9th year appraising pupil interests, aptitudes, skills; understanding of the world of work; understanding of economy. Previously was a teachers' guide for North Carolina.

How to Get and Hold the Right Job
How to Sell Yourself to Your Employer Oregon State Employment Service.

Lifton, Walter M. Widening Occupational Roles Kit. Chicago: Science Research Associates, 1967

Materials developed for use with grades 6 through 9 focusing upon the things,people, or ideas orientation of careers. Kit is composed of various components: Junior Occupational Briefs, Junior Guidance Booklets, Student record books, teaching guide, and filmstrips (SVE, Inc. , 1345 Diversey Parkway, Chicago, Illinois 60614).

Manpower, Challenge of the 60's U.S. Department of Labor reference for teachers. Superintendent of Documents, U.S. Printing Office, Washington, D.C.

Occupational Briefs. Chronicle Guidance Service, Moravia, New York 13118.
(current, inexpersive occupational briefs; filing system may be utilized; based on DOT easily revised)

Oregon 4-H Project Preview. Cooperative Extension Service, Oregon State University, Corvallis, Oregon.

A pamphlet listing and describing 4-H projects for which printed instructional materials are available. This pamphlet and useful materials are also available through the County Extension Agent in each county in Oregon. Many 4-H projects and clubs are related to careers and offer exploratory experiences appropriate for students in grades 7 to 10.

Stay in School Leaflet #8 U.S. Department of Labor, Superintendent of Documents U.S. Printing Office, Washington,D.C.

School or What Else? U.S. Department of Labor, Superintendent of Documents U.S. Printing Office, Washington,D.C.

Book Series

Career Exploration Kit Careers, Largo, Florida. Recently purchased and being used at Briggs.

Career Information Service, New York Life Insurance Company. Publications from this service include Career Opportunities, a 420-page paperback with 57 career field articles and individual booklets for each of the careers. Available free from:

Career Information Service
New York Life Insurance Company
Box 51 Madison Square
New York, N.Y. 10010

Careers in Depth published by Richards Rosen Press, Inc. 29 East 21st Street New York, N.Y. 10010

Used by Briggs Junior High School in Springfield by students in S.U.T.O.E. program.

Careers World Trade Academy Press, Inc., 50 East 42nd Street, New York, N.Y. 10007 John J. L. Angel, Editor.

Encyclopedia of Careers, Volumes I and II Doubleday and Company, Inc. Garden City New York. Used at Briggs Junior High School in Springfield.

Lane County Labor Skills Survey. State of Oregon, Department of Employment, Salem, Oregon 1968.

Volume I contains survey data regarding occupational patterns in Lane County, Oregon in a projection through 1970. Volume II contains job descriptions for occupations designated in the survey. Free materials.

Occupational Guidance series Finney Company, 3350 Gorham Avenue, Minneapolis, Minnesota 55426. Used At Briggs Junior High School, Springfield, Oregon, series of job descriptions packaged in volumes of twenty briefs per volume, 8 volumes to a unit.

SRA Career Information Kit Science Research Associates, Inc. Chicago, Illinois

Vocational Guidance Manuals by Vocational Guidance, 235 East 45th Street New York, New York 10017. Used by Briggs Junior High School.

Professional Bibliography

Crow, Lester D. and Alice Crow Readings in Guidance. David McKay Company, Inc. New York 1962

Book of readings by authors focusing upon individual facets of the total guidance area. Some mention of occupational information and career development programs at the elementary, junior high, and senior high levels.

Glaser, B.G. Organizational Careers. Aldine, Chicago, 1968

A book of readings about careers including theories of careers, motivation, effects, of organization on workers.

Gribbons, W.D. " Changes in Readiness for Vocational Planning from 8th to 10th Grade", Personnel and Guidance Journal, 1964, 42:9, 908-913

Hanson, J.T., Lee, B.L. and King P. "Vocational Choices of Ninth Grade Girls and their Parents Occupational Level", Vocational Guidance Quarterly, 1965, 13:4, 261-264

Hoppock, Robert, Occupational Information McGraw-Hill Book Company, Inc. New York, 1957

A book formely used as text for training counselors and professional workers in the area of occupational information and career deveopment. Contains theory, rationale, objectives, activities, references, evaluative devices, all summarized up to the 1957 year of publication.

Johnson, Richard H. Using the Life Career Game with Ninth Grade Students: A Pilot Study University of Missouri Laboratory School, Department of Guidance, September 1969

Research report of use of a game to facilitate decision-making opportunities in classroom activity. The simulation game relates to career decision-making.

Daczkowski, H. Et.al. "The Influence of an Exploratory Shop Course, "Vocational Guidance Quarterly, 1963, 202-203

Katz, M. You: Today and Tomorrow. Princeton, New Jersey: Educational Testing Service, 1959.

Krasnow, B.S. "Occupational Information as a Factor in the High School Curriculum Chosen by Ninth Grade Boys," School Counselor, 1968,15:4, 275-280

Krippner, S. "Junior High School Students' Vocational Preferences and Their Parents' Occupational Levels," Personnel and Guidance Journal, 1963, 41:7, 590-595

Krippner, S. " The Educational Plans and Preferences of Upper-Middle Class Junior High School Students," Vocational Guidance Quarterly, 1965, 13:4, 257-260

Kroll, Arthur, Lillian Dinklage, Jennifer Lee, Eileen Morley, Eugene Wilson. Career Development: Growth and Crisis. John Wiley and Sons, Inc. New York, 1970

A book focusing upon processes of self evaluation, commitment, decision making, and coping behavior during the "Career Crisis" in career development.

Osipow, Samuel H. Theories of Career Development. Appleton-Century-Crofts, 1968

A compilation of career development theories with comparison of different theories and a synthesis and prespective of the current status of theory.

Parker, H.J. "29,000 Seventh Graders have Made Occupational Choices, " Vocational Guidance Quarterly, 1962, 11:1, 54-55

Perrone, P.A. "Values and Occupational Preferences of Junior High School Girls," Personnel and Guidance Journal, 1965, 44:3, 253-257

Peters, Herman J. and Hansen, James C. Vocational Guidance and Career Development: Selected Readings. MacMillan Company, 1966

A book of readings and information concerning vocational guidance theory and practices for counselors.

Super, Donald E. Reuben Starishevsky, Norman Matlin, Jean Pierre Jornaan. Career Development: Self-Concept Theory. College Entrance Examination Board, New York 1963. Review of theory; cites research.

Super, D.E. "The Critical Ninth Grade: Vocational Choice or Vocational Exploration," Personnel and Guidance Journal, 1960, 39:2, 106-109

Super, D.E. and Overstreet, P.L. The Vocational Maturity of Ninth Grade Boys. Career Pattern Study Monograph No. 2 New York: Teachers College Press, Columbia University, 1960

Tiedeman, David V. and Robert P. O'Hara. Career Development: Choice and Adjustment. College Entrance Examination Board, New York, 1963. Review of theory; cites research.

Tyler, Leona E. The Work of the Counselor Appleton, Century, Crofts New York, 1969

Contains rationale, issues, research summary for all areas of a counselor function, including a chapter on career counseling.

Vroom, Victor H. Work and Motivation. John Wiley and Sons, Inc. 1964

A book focused upon individual work behaviors which affect or are otherwise relevant to the work people perform such as occupational choice, job satisfaction and job performance.

Zytowski, Donald G. Vocational Behavior--- Readings in Theory and Research. Holt, Rinehart and Winston, Inc.,1968

A broad sampling of readings on vocational behavior from the perspective of counseling and guidance workers, sociologists, industrial psychologists, labor economists, and personnel workers.